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ELEVENTH

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

TOWN OF SWAMPSCOTT,

FOR THE

YEAR ENDING FEBRUARY 28, 1863.

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# SCHOOL REPORT.

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FELLOW CITIZENS:—In accordance with the laws of this Commonwealth, it becomes our duty, at the close of another year, to present to you those facts relative to the operation of our public schools which seem most important to be gathered up in the form of an Annual Report.

We shall endeavor to be brief, and yet convey to you an idea of the proceedings and work enacted during our last school year in as clear and graphic a manner as possible. We shall also offer some few suggestions for future consideration, which we deem of importance, and hope will engage your attention.

Education—one of our greatest privileges—by which our family firesides are made more genial and interesting, our little social gatherings rendered more enlivening and quickening—which makes our intercourse one with another of a higher and more elevated character—which enables us the better to understand the laws of the land and the laws of God—and by which power mighty nations are swayed and rocked and made to tremble—should arrest the attention and vibrate through the veins of every man, woman and child, until its full weight and importance be felt.

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## TABULAR VIEW.

Schools.	Teachers.	Salaries.
Farm,-----	MARY L. HUGGINS,-----	\$200
Beach,-----	CLARA W. WOODBURY,-----	200
Primary,-----	MARY E. INGALLS,-----	200
Intermediate,-----	JANE H. MARTIN,-----	200
Grammar,-----	{ GEORGE B. BUFFINGTON,-----	600
	{ ELLEN F. BAKER,-----	200
Five Schools,-----		\$1600

## ANNUAL EXAMINATIONS.

## FARM SCHOOL.

MARY L. HUGGINS, Teacher. Salary, \$200.

Examination, Tuesday, A. M., February 17th, 1863.

*School Divisions and Studies.*—Four classes in reading, three in geography, four in arithmetic, and one in history.

Whole number of scholars during the spring and summer terms, 39, 39; fall and winter, 37, 35. Average attendance during the spring and summer terms, 32 32-69, 25 34-45; fall and winter, 32 35-72, 30 4-67. Number of scholars completing each term, with five days' absence, or less,—spring, 22; summer, 30; fall, 21; winter, 10. Average age of the scholars, 8 1-2 years. Foreign pupils, 12. Truant, 1. Number of times the school has been visited by parents in the town, 3.

*Condition of the Classes.*—Reading—lower primer class reviewed 12 pages—four in class; higher primer class, through the book—seven in class; third class in reading, 93 pages—eight in class; second class in reading, through the book—eight in class; first class in reading, through the book—eight in class.

Arithmetic—class in Greenleaf's Mental Part reviewed 56 pages; class in Colburn's Mental Part, 11 sections; lowest class in Greenleaf's Written Part, 22 pages; higher class, 68 pages. One scholar reviewed 107 pages.

Geography—class in Cornell's Primary reviewed 43 pages; class in Cornell's Intermediate, 19 pages. One class in Warren's Geography reviewed 23 pages.

History—one scholar in Worcester's reviewed American, and one chapter in United States history.

In regard to this school, we think that all who were present at the examination will join with us in saying that the promptness with which the scholars answered the questions put to them, the distinct utterance and good emphasis given in reading and speaking, showed that a mind had been at work over these little ones, training them with a careful, steady and untiring hand. What

there is of talent in a scholar this teacher brings to the surface, and he shows to you, when his examination comes, what proper care and thorough discipline has done for him.

The several classes in arithmetic were perfectly familiar with all the rules as far as they had been, and not only familiar with the rules, but also with the examples. We were much pleased with the attention and independence manifested by the scholars in reciting the various questions and examples given them. In geography and reading, we were equally well pleased. We cannot remember of passing a half day more pleasantly than at this examination. Too much praise cannot be bestowed upon this teacher for her successful labors and faithfulness in this school.

We noticed a very large and beautiful map of the United States hanging in the school-room, which, we understand, was a gift to the school from EBEN B. PHILLIPS, Esq.;— a very valuable acquisition to every school-room. We were exceedingly gratified to see so many of the parents and friends at the examination, particularly those business men who stayed away from their daily toil on purpose to be present. It shows that there is an interest felt — that there is unity of feeling and unity of action.

### BEACH SCHOOL.

CLARA W. WOODBURY, Teacher. Salary, \$200.

Examination, Tuesday, P. M., February 17th, 1863.

*School Divisions and Studies.* — Five classes in arithmetic, eight in reading, and three in geography.

Whole number of scholars during spring term, 55; summer, 55; fall, 56; winter, 60. Whole number of scholars at the end of the year, 56. Average attendance during spring term, 48; summer, 48; fall, 46 8-15; winter, 47 11-30. Average age of scholars, 7 7-10. Number of scholars completing each term, with five days' absence, or less — fall, 26; winter, 25. Present teacher has had charge of the school four years. Truant, 1; deaths, 3; visitors, 5.

*Teacher's Report.* — Primer class reviewed 49 pages. Seventh class in reading — Sargent's First Lessons — 127 pages; sixth class — Sargent's Second Reader — 17 lessons; fifth class, 57

lessons; fourth class, through the book; third class — Sargent's Third Reader — thirty lessons; second class, 66 lessons; first class, through the book. Infant spelling class, 75 words.

Arithmetic — fifth class, Greenleaf's Primary, 69 lessons; fourth class, 28 lessons; third class, 36 lessons; second class, Colburn's, 5 sections; first class, 17 sections.

Geography — first class, through Cornell's Primary; second class, 63 lessons; third class, 42 lessons.

Advanced to Grammar school, 7.

The Committee feel that this school is under the right kind of discipline, and that a great amount of labor has been performed in said school during the past year. Judging from the examination, and the general appearance of everything connected with the school, we are led to believe that the scholars have been properly trained and thoroughly instructed — particularly the first and second classes, some of the members of which will take their places in the Grammar school next term; — and they are well fitted for it.

The classes in arithmetic, geography and spelling were all good, but with the different classes in reading we were particularly pleased. We were quite surprised to hear little girls of seven or eight years of age reading with that fluency, that distinct and open enunciation and emphasis, but too seldom found, even in children of a much larger growth and higher school. Apropos of reading, we would say that oftentimes but too little attention is paid to this art. A good reader is a great acquisition to any school or circle of society, and it should be one of the teacher's particular aims to make his or her scholars *all* good readers. A slow and distinct utterance is the beauty of reading; and let every teacher endeavor to instill this principle into the minds of her scholars, and we doubt not but in a short time her endeavors will be crowned with success.

The manner in which "Uncle Sam's School Dialogue" was delivered would have reflected credit upon scholars of any High school, as to grace, beauty, emphasis, distinct utterance, force, character, &c. We feel that this teacher is doing all in her power to sustain and elevate the standard of her school, and she should have the sympathy and co-operation of all concerned, in order that her untiring efforts may meet with perfect success — that she



may send out many bright and shining stars to illuminate and lighten the world wherever they may go.

## PRIMARY SCHOOL.

MARY E. INGALLS, Teacher. Salary, \$200.

Examination, Wednesday, A. M., February 18th, 1863.

*School Divisions and Studies.* — Nine classes in reading, one in multiplication. Speaking and singing.

Whole number of scholars during spring and summer terms, 58, 68; fall and winter terms, 68, 67. Average attendance during spring and summer terms, 36 16-60, 57 17-46; fall and winter terms, 52 56-60, 53 36-60. Whole number of pupils at the commencement of the current year, 58; at its close, 67. Average age, 7. Number of scholars completing the terms, with five days' absence, or less, — spring, 15; summer, 12; fall, 22; winter, 22. Advanced to Intermediate school, 14. Death, 1. Number of times the school has been visited by parents, during last year, 1.

*Teacher's Report.* — Reading — ninth class, 15 pages; eighth class, 20 pages; seventh class, 24 pages; sixth class, through the book; fifth class, through the book; fourth class, 54 pages; third class, 65 pages; second class, through the book; first class, 140 pages. Class in multiplication.

We now come to the Nursery, if we may be allowed the term. It is within the walls of the Primary school-room that the child receives its first impressions toward education, and it is very important indeed that they start aright, else more evil will arise therefrom than good; hence there is a great responsibility resting upon the teacher. A more pulsating, vibrating group of little children can scarcely be found than in this school-room. They are all alive; full of action, ready to grasp at everything which perchance comes in their way, whether it be right or wrong, not being able to reason the matter themselves sufficiently to determine. The parents can do a great deal toward assisting the teacher by way of giving right impressions to their children. You can do almost anything you like, mould and make them into any pattern desirable, almost, so easily are their little minds acted upon.

We feel that there is a great sympathy and affinity existing

between the teacher and scholars in this school, that she is perfectly adapted to guide and instruct them. She seems to understand their little natures so well, and has such perfect control over them, that it is perfectly amusing and interesting to witness the various exercises which they go through with under her directions. We think the Primary school-room well provided for.

With the examination we think all were highly pleased. There are some very good readers indeed in this school; good in spelling also. Those little pieces, dialogues and songs, were all very finely executed, because they were performed in such a child-like manner. The class in multiplication was very fine. We were glad to see so many mothers and friends present at the examination, as it seemed to do the children so much good to see them there, and feel that they were noticed.

### INTERMEDIATE SCHOOL.

JANE H. MARTIN, Teacher. Salary, \$200.

Examination, Wednesday, P. M., February 18th, 1863.

*School Divisions and Studies.* — Five classes in reading, five in arithmetic and two in geography. Whole number of scholars during spring and summer terms, 55, 53; fall and winter terms, 52, 47. Average attendance during spring and summer terms, 42 1-60, 42 1-10; fall and winter terms, 40, 41. Number of scholars completing each term, with five days' absence, or less, — spring, 9; summer, 21; fall, 16; winter, 29. Scholars absent five days, or less, during the year, 3. Whole number present at the opening of the year, 47; at its close, 47. Average age of pupils, 9 1-2 years. Number of foreign pupils, 1. Truants, none. Singers, seven-eighths. Deaths, none. Advanced to the Grammar school, 9. Number of times the school has been visited by parents during last year, 2.

*Teacher's Report.* — Reading — fifth class — Sargent's Second Reader — 70 lessons; fourth class, through the book; third class — Sargent's Third Reader — 40 lessons; second class, 80 lessons; first class, through the book. Arithmetic — fifth class, 24 lessons in Greenleaf's; fourth class, 32 lessons; third class, 40 lessons; second class, 6 sections in Colburn's; first class, 12 sections.

Geography — second class — Cornell's Primary — 50 lessons ; first class, through the book.

This examination passed off very creditably, both to teacher and scholars, we are told by the other members of the Committee — the writer of this report being unfortunately called away soon after being seated in the Committee's chair. His seat, however, was unexpectedly filled by the opportune arrival of Mr. Clark, whose appearance was hailed with manifest tokens of joy, the children having been accustomed, for so many successive years, to hear his voice on these important days.

The classes in arithmetic did well, answering some of the most difficult problems with a good degree of promptness. The classes in geography were well versed in all the different sections in which they were examined. The reading and spelling was also very good. The teacher has labored zealously for the welfare of her scholars, and that she has succeeded in gaining their esteem and affection none can doubt who witnessed the parting between teacher and pupils, when the first class of little girls, who are to take their places in the Grammar school, next term, came up with streaming eyes to take farewell of their no less affected teacher.

### GRAMMAR SCHOOL.

GEORGE B. BUFFINGTON, Principal. Salary, \$600.

ELLEN F. BAKER, Assistant. Salary, \$200.

Examination, Thursday, February 19th, 1863.

Spring term — whole number of scholars, 123 ; average daily attendance, 91 1-4 ; percentage of attendance, .74 1-4.

Summer term — whole number of scholars, 82 ; average daily attendance, 61 ; percentage of attendance, .74.

Fall term — whole number of scholars, 93 ; average daily attendance, 59 1-2 ; percentage of attendance, .66.

Winter term — whole number of scholars, 101 ; average daily attendance, 86 2-3 ; percentage of attendance, .86.

Number of scholars over fifteen years, 21.

*Teacher's Report.* — Whole number of classes, 24 ; in arithmetic, 7 ; geography, 5 ; grammar, 4 ; reading and spelling, 4 ; history, 2 ; geometry, 1 ; book-keeping, 1. All were examined, excepting the second class in geography and grammar, the fourth

and fifth classes in reading, and the class in book-keeping. In reading, the fifth class use Sargent's Third Reader; the second, third and fourth classes, Sargent's Fourth Reader; the first class, Sargent's Fifth Reader. The seventh class in arithmetic study "Colburn's Intellectual," and have advanced to multiplication in Greenleaf's Common School Arithmetic; sixth class, reviewed reduction and compound numbers, forty-six pages; fifth class, reviewed fifty-five pages, examined upon compound numbers and common fractions; fourth class, reviewed sixty pages, examined upon common and decimal fractions, and percentage; third class, reviewed thirty-two pages, advanced to duodecimals during winter term; second class, from the roots nearly through the book; first class, use Greenleaf's National Arithmetic, and have advanced forty-six pages during the last term; were examined upon proportion. The fourth class in grammar, forty pages in Tower's Elements; third class, ninety-two pages in Weld's Grammar; second class, twenty-seven pages in syntax, during winter term, not examined; first class, analysis and parsing of selections from Milton, Young, etc., seventeen pages during the winter. In geography, the fifth and sixth classes reviewed twelve pages; examined upon general definitions, and North America; fourth class, twelve pages; examined upon Eastern, Middle and Southern States; third class, West Indies and South America; second class, not examined; first class, examined upon hydrography, oceanic currents, meteorology, trade winds, monsoons, etc.; reviewed twenty pages during winter term; use Warren's Physical Geography. Second class in history reviewed American History, and first two sections of History of United States; first class, History of England. Geometry, three in class, use Davies' Legendre; examined upon first three books; have advanced through the fourth. Class in book-keeping, not examined; a part of the class have been through single entry; one scholar through the book. Scholars perfect in attendance during the spring term, six; summer term, eight.

The writer of this report was deprived the privilege of being present at the examination, on account of sickness, therefore you must not expect a full account of the proceedings of the day. I can only state to you, as regards the examination, what has been told me by the other members of the Committee. I understand



that a very large proportion of the classes behaved admirably, and recited very finely indeed, being perfectly familiar with the various subjects brought before them, while others seem to drag — whether for want of knowledge, or an indisposition to answer, we will not attempt to say, though we understand that some of those same scholars, but a few days before, answered the same questions very readily and accurately.

There was more noise and confusion, during the examination, than was desirable, though unavoidable under the circumstances, occasioned by going out and coming in, etc., preparatory to the dialogues, select pieces, etc.

The Committee would recommend that a day and a half be allowed, hereafter, for the examination of the Grammar School, and that the first day be devoted exclusively to the examination of the various classes in their several branches of study, and the remaining half day for the dialogues, declamations, etc.

You are aware that this school has met with some jars and discords, and has undoubtedly suffered somewhat from the changes of teachers during the last year; yet we hope and trust that ere long, harmony and unison will prevail, and that the waters will again settle down as smoothly and peacefully as though they had not been disturbed. We think that this teacher and assistant are striving hard, and doing all in their power to promote the interests, and increase the standing of this school.

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## GENERAL REMARKS.

*Citizens of Swampscott* : — The earth is a revolving planet. The people who inhabit it are a revolving, restless, changing and *rebellious* people — at the present day, at least. The tides are changeable, the winds are changeable, the seasons are changeable, the fashions are changeable — in fact, *everything* is continually changing. The mountains and valleys change their familiar countenances — islands are submerged — new ones are formed — rivers, streams, rivulets and rills change their long-accustomed courses —

nations rise and fall — states, counties, towns, villages, hamlets and *schools* are alike subject to *change*. All things, save the fixed and immutable laws of God, are subject to never-ending changes.

We meet with them in our own little schools, both in teachers and in scholars. Some have died, others have gone away. With regard to the change of teachers, allow us to say that, in the resignation of Mr. Ellis, we lost a very valuable and efficient teacher, — one who worked as a man worthy of his hire, — and we only hope that he may work as assiduously and meet with as good success in his present labors as he did while with us.

Mr. Hall then took charge of the school, but, after a brief term, resigning, was succeeded by Mr. Buffington, our present teacher, who comes to us as a well-trying and successful teacher of several years' experience. The Committee would say that he passed a satisfactory examination before them, and that they feel confident he will conduct the school with credit to himself and benefit to his pupils, and also meet with the approval and co-operation of all concerned. Of the other teachers, most of them have been known to you for years, while the others have been sufficiently tested for all to judge of their many virtues and excellencies, which we trust and believe are not a few. The Committee could but reiterate the encomiums already bestowed upon them in our former Reports, for their successful labors in the elevation and advancement of their pupils, yet we feel it a duty incumbent upon us, in justice to parents, teachers and scholars, to say that we have been highly pleased and edified with the recitations and various exercises, during our visitations: furthermore, we believe that the teachers are doing their duty, and using their utmost endeavors for the progress and improvement of all within their respective charges. And here let us remark, in order for the teachers to be successful in their labors, they need the cordial support and sympathy of the parent, compatible with justice and good sense; for, without this, we hold that all their efforts will prove of little or no avail.

No teacher should ever show any favors or partiality to one scholar (we hope and trust they do not) which they will not to another. Let parents not be deceived in this. We know that a mother's love and sympathy towards her maternal offspring (and so it should be) is very warm and ardent; still, we would advise you all, in case of dissension and trouble, *first*, to inquire into its



cause and nature, before discussing the matter in the presence of your child, and then, if there is cause for complaint, demand justice and receive it from whom justice is due.

*Tardiness and Irregularity in Attendance.* — These two evils should be considered as among the worst enemies to the scholar, and the severest trials of the teacher. No scholar can possibly succeed who is habitually tardy or irregular in attendance at school; and yet, parents will wonder why their children are not so forward as their neighbor's — why they cannot read as well — why they are not as good mathematicians, grammarians, &c. The reason is perfectly obvious in perhaps nine cases out of ten — a few exceptions, of course. Some children, it is true, accomplish very much more in a given space of time than others; but this is no reason for disparagement to either parent or child, for it is generally the case when such a child fixes an idea in its memory, it is fixed for a lifetime, and not for a single day, or a single term. A lesson well committed to memory and thoroughly understood is worth many such imperfectly learned and but partially understood.

As regards tardiness, a scholar not only robs himself, but he actually robs the whole school. Suppose there is but one tardy — as he enters the school-room, the whole school is disturbed, and three minutes, at least, are consumed before the wheels are again running smoothly. Now, if there are eighty scholars, you see there is a total loss of four hours. Parents should not allow their children to be tardy, except in cases of actual necessity, for you see the ill consequences attending it.

We do not make these remarks on the ground that we deem them really and forcibly necessary, but simply to show that a regular and punctual attendance at school fosters and engenders the true key to our future prosperity and educational interests; for we are very glad to learn that the scholars in our several public schools have been so regular and punctual in their attendance. We think our neighbors cannot boast of a better attendance than ours, and we only hope that in our next Report we shall be able to speak still better of our children than in the present.

There is one point upon which your Committee feel that a few words would not come amiss, and that is, the visitation of our

schools by parents. We find, upon examination, that our several school registers show, not including the Committee, nor those present at the examinations, but fourteen names recorded as visitors during the whole of last year, as follows, viz. : — Grammar school, three; Intermediate, two; Primary, one; Beach school, five; Farm school, three. This is not as it should be. Perhaps you will say that you have elected a School Committee to attend to this business. True, you have; but we are afraid the Committee do not visit the schools as often as they ought. They want looking after, the teachers want looking after, and your children want looking after. If you will set apart even thirty minutes, each term, for this purpose, it will have a most happy and genial influence both upon the teacher and scholar. Children like to see their parents in school, and feel that they take an interest in their prosperity *there*, as well as at home. It gives them a new and increasing motive to action, — each scholar will strive the harder to excel his classmates, — if you but favor him with your presence, and watch his progress, from time to time. How many of you, do you suppose, would hire a foreman or servant in your house, and let him go on, from year to year, without investigating the matter yourselves, to see that everything is going along in the most economical and best manner? Then, is it not equally important that you should have an eye over the education of your children, and see that they are being properly attended to?

We see that the dark and gloomy clouds of sorrow, devastation and death are hovering nearer to us to-day than they were one year ago, and are coming still nearer and nearer, day by day. We see that the national debt is increasing — our town taxes are heavier — our family expenditures are more — in fact, everything looks gloomy; still, we should not grow faint nor weary in well-doing, but hope for better days.

We would not speak of the improvements which might be made to the entries and recitation room in the Grammar school building, for this matter has been heretofore sufficiently spoken of to merit your consideration. There is an improvement, however, which we think should be made in the Primary school-room, viz. : in place of the arm-chair now in use, substitute the new desk and chair, which would be much more conducive to the health, comfort and progress of the scholar — thereby tending to prevent com-

pressed lungs, which may be followed, sooner or later, by consumption, curvatures of the spine, and various other deformities, which will render them weakly and of very little service to the world hereafter. In early childhood the bony structure is very gelatinous — bending before it will break ; then, by giving it a moment's careful thought, you cannot help arriving at the conclusion that, by a continual abnormal position from day to day, an injury may arise therefrom. Hon. John D. Philbrick, Superintendent of the Public Schools in Boston, says : — “ This improved mode of seating has proved a great blessing, not only as a sanitary provision, but as an important help in moral and intellectual education.”

We would refer you to an article in the *Massachusetts Teacher*, written by Prof. Crosby, of the Normal School in Salem, relative to the Primary schools in Boston. Allow us to quote a single paragraph. He says : — “ The schools have been also furnished with slates and tablets devised expressly for their use by the superintendent. The desks are made with convenient receptacles through which the slates slide up and down, and Mr. Philbrick remarks that the slates would have been almost useless without desks — the experiment of using slates with the arm-chair having proved a failure. The importance of the slate for the improvement and happiness of the Primary scholar cannot be overstated ; and the attention of Committees and teachers is earnestly invited to the Boston Primary School Slate, with its engraved border and its provisions against noise and marring of the desk, and no less to the admirable tablets for reading, writing, drawing, etc., prepared by Mr. Philbrick.”

Now, if you cannot bring forward any philosophical reasons why these things are not so, we think it should demand your serious consideration ; for certainly *your* children are as dear to you as are the children of Boston to their parents, — their health and comfort should be as much studied. We would ask you, sometime when you are in Boston, to step into Haskell's, on Canal street, or Shattuck's, on Fulton street, and examine school furniture for yourselves.

Through the exertions of Mr. Holden, there have been four new stoves put up in the Grammar school building, during last year. The old ones had been in use since the building was first opened, and had become entirely worn out and useless for warming pur-

poses. The new stoves are differently situated from the old ones, which we think is a great improvement, — heating the school-rooms much more and better in every respect.

As regards truancy, we find there is no great difference upon this point from that of year before last. We hope to be able to say, in our next Report, that there is not a truant in town.

In conclusion, your Committee would say that they have done everything in their power to sustain and elevate the standard of our public schools. In writing this Report, we have endeavored to be as brief as possible, and do justice to all parties concerned, suggesting only those few ideas which crowded themselves in upon our minds as imperatively necessary.

Hoping, ere another year dawns upon us, that our absent relatives, friends and acquaintances may be returned to us in safety from the scenes of bloodshed, carnage and death that now surround them, — should it be the will of the Most High, — and the wheels of prosperity, plenty and peace once again running smoothly in our midst, we close this Report.

Respectfully submitted by order of the Committee.

W. B. CHASE, *Secretary.*

J. B. CLARK,	} <i>School Committee.</i>
PHILANDER HOLDEN,	
WILLIAM B. CHASE,	



# REGULATIONS OF THE PUBLIC SCHOOLS.

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*Regulations common to all the Public Schools under the immediate superintendence of the School Committee.*

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SECTION 1. The school-room shall be opened fifteen minutes before the time appointed for beginning school.

SECT. 2. The school hours shall be, for the morning, from nine o'clock to twelve, throughout the year; and for the afternoon, from two to five, from the first Monday in April to the first Monday in October; and from the first Monday in October to the first Monday in April, from half-past one to half-past four o'clock.

SECT. 3. Each instructor shall punctually observe the time appointed for opening and dismissing the schools, and shall make no occasional change from the regular hours, without consulting some member of the committee.

SECT. 4. The morning exercises of the school shall commence with the reading of the Bible; and it is recommended that the reading be followed with some devotional service.

SECT. 5. An excuse, written or otherwise authenticated, must be brought by each pupil, for absence, tardiness, or dismissal before the appointed hours for leaving.

SECT. 6. Tardiness beyond five minutes shall be considered a violation of school hours, and shall subject the delinquent to such penalty as the nature of the case may require.

SECT. 7. There shall be a recess of ten minutes each half day, for every school; and for every primary school there may be an extra recess each half day.

SECT. 8. The instructor shall exercise a kind and parental discipline. If there is direct and violent opposition to the authority of the teacher, or continued disobedience in a pupil, or improper interference of parents, such as to render his example permanently injurious, it shall be the duty of the teacher to report such pupil to the committee, who alone shall have power to expel from the privileges of the school, and to re-admit, evidence being given of repentance and amendment.

SECT. 9. No pupil having been in attendance at one school shall be admitted into another, without previous consent of the committee.

SECT. 10. Each teacher is directed not to receive any children, as pupils, whose residence is out of town, and if any are now in attendance, they are now to be dismissed. Neither is any child other than a pupil to be allowed temporarily in any school.

SECT. 11. In case of difficulty in the discharge of their official duties, or when they may desire any temporary indulgence, the instructors shall apply to the committee for advice and direction.

SECT. 12. No studies shall be pursued in any of the schools, nor any text-books used or introduced, except those authorized by the committee.

SECT. 13. The statute in regard to the faithful keeping of the school register is to be observed. And it is directed that this register be kept at the school-room, for inspection of the committee.

SECT. 14. Whenever the necessary school-books are not furnished by the parents or guardian, on the written request of the teacher, it shall be his duty to send such pupil with a written order to the town librarian, specifying the name of the book required, the child's name, the parent's or guardian's name, and the name of the street in which he resides.

SECT. 15. The spring term shall commence on the first Monday in March, and continue twelve weeks. After two weeks' vacation, the summer term shall commence and continue nine weeks, and to be followed by four weeks' vacation. The fall and winter terms shall be twelve weeks, and each followed by one week's vacation.

SECT. 16. The following holidays will be allowed, viz:—Wednesday and Saturday afternoon; days of Public Fast; Fourth of July; Thanksgiving Day and the remainder of the week; and Christmas day; and those instructors who may wish to attend the Essex County Teachers' Convention will be allowed, *for this express purpose alone*, the two days in spring, and the two in the autumn, on which said convention meets. And no change in the regular days of keeping school is to be made, without previous consultation with the committee of the school.

SECT. 17. No subscription or advertisement shall be introduced into any public school without the consent of the committee.

SECT. 18. Scholars are not to be admitted to any public school without a certificate from some member of the school committee.

SECT. 19. Any scholar who shall be guilty of defacing, or in any way injuring or damaging school-houses or school furniture, or out-houses or fences, shall be subject to such penalty as the school committee shall ordain.

SECT. 20. Scholars are not to be admitted into the schools until five years of age.

SECT. 21. The above rules are to be *strictly observed*.

## TEACHERS APPOINTED.

Vacancies shall be filled as soon as may be after the resignation of any teacher or teachers, but the annual re-election of all the teachers shall occur during the month of March, and their salaries be fixed.

Annual examinations of the public schools shall take place in the month of February.

W. B. CHASE, *Secretary*.



## SCHOOL BOOKS.

## GRAMMAR SCHOOL.

*Reading.* — Bible ; Sargent's Third, Fourth and Fifth Readers ; Sargent's Speller.

*Mathematics.* — Colburn's Mental Arithmetic ; Greenleaf's Common School and National Arithmetic ; Farrar's Arithmetical Problems ; Tower's Intellectual Algebra ; Sherwin's High School Algebra ; Davies' Legendre's Geometry.

*Writing.* — Payson, Dunton & Scribner's Penmanship and Book-Keeping.

*Geography.* — Cornell's Intermediate ; Warren's Physical.

*Physics.* — Parker's Philosophy ; Olmstead's Astronomy.

*History.* — Worcester's Elements.

*Grammar.* — Weld's and Tower's Elements.

## FARM AND BEACH SCHOOLS.

Bible ; Sargent's Second, Third and Fourth Readers ; Sargent's Primer and Speller ; Greenleaf's Primary and Common School Arithmetics ; Colburn's Mental Arithmetic ; Cornell's Primary and Intermediate Geography ; Worcester's Elements of History ; Tower's Elements of Grammar.

Bible ; Sargent's Primer, and First, Second and Third Readers ; Colburn's Mental, and Greenleaf's Primary Arithmetic ; Cornell's Primary and Intermediate Geography.

## INTERMEDIATE AND PRIMARY SCHOOLS.

Bible ; Sargent's Second and Third Readers ; Colburn's Mental, and Greenleaf's Primary Arithmetic ; Cornell's Primary and Intermediate Geography.

Bible ; Sargent's Primer, and First and Second Readers ; Multiplication Table.



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